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## **DOES TEACHING EXPERIENCE AND TYPE OF SCHOOL INFLUENCE TEACHER EFFECTIVENESS?**

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### **ABSTRACT:**

The aim of this study was to study the Teacher Effectiveness of Secondary School Teachers in relation to Teaching Experience and Type of School (Aided and Non-aided). The sample of this study consisted of 713 Teachers randomly selected from 70 Secondary Schools of Lucknow. The data were collected by using the tool 'Teacher Effectiveness Scale' by P. Kumar & D. N. Mutha (1999). Data were analyzed using statistical techniques such as Mean, S.D, t-test and Analysis of Variance. An attempt was made to find out the significance of difference between mean scores of Teacher Effectiveness of Secondary School Teachers with respect to Experience and Type of School (Aided and Non-aided). The study revealed that teachers with varied teaching experience differ significantly in the different dimensions and in overall Teacher Effectiveness. It was also seen that experience helps the teachers in many ways. They are better or more effective at classroom teaching and management and their teaching skills are also refined. With regard to type of school it has been found that only in two dimensions Moral and Personality the difference is significant but in other areas and overall no significant difference has been found among teachers teaching in aided and non-aided schools in relation to Teacher Effectiveness though teachers teaching in aided schools scored higher mean value.

**Key Words:** Teacher Effectiveness, Secondary School, Teacher, Teaching Experience, Type of School.



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## **INTRODUCTION:**

Dr. D. S. Kothari, chairman, Indian Education Commission (1964) expressed his sentiments in the opening lines of his report “The destiny of India is now being shaped in her classrooms.” There is no denying the fact that teachers occupy an important and crucial place in the system of education in shaping and moulding the younger generation according to the socially accepted norms. That is why they are called builders of a nation who reconstruct and shape the entire nation. If the teachers are competent and honest in their work then the future of the country is bright and secure. Teachers are extremely important agents in the process of teaching and learning as they create a conducive environment to make learning a joyful experience for the children. The entire educative process cannot achieve the desirable objectives without teachers. Malhotra (2004), mentioned that teachers, who establish high expectations of achievement, maintain a clear focus on learning, directly deliver instruction, monitor student’s progress, check comprehension, elaborate and provide feedback, are indeed involved in active teaching. These factors have relevance to teaching efficiency in most instructional settings but they have to be used in combination to produce significant result i.e., higher student achievement. Teachers who are well equipped in terms of knowledge, positive attitude, values, skills and are willing to go beyond their regular duties in order to help their students are remembered by them always as an effective teacher who made a difference in their lives.

## **OBJECTIVES:**

1. To study the difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Teaching Experience.
2. To study the Overall Teacher Effectiveness of Secondary School Teachers in relation to Teaching Experience.
3. To study the difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Type of School (Aided and Non aided).
4. To study the Overall Teacher Effectiveness of Secondary School Teachers in relation to Type of School (Aided and Non aided).



**HYPOTHESES:**

1. There is no significant difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Teaching Experience.
2. There is no significant difference in the Overall Teacher Effectiveness of Secondary School Teachers in relation to Teaching Experience.
3. There is no significant difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Type of School (Aided and Non aided).
4. There is no significant difference in the Overall Teacher Effectiveness of Secondary School Teachers in relation to Type of School (Aided and Non aided).

**METHOD:**

Statistical techniques such as Mean, Standard Deviation, t – test and Analysis of Variance were employed to find out the significance of difference between the mean score of Teacher Effectiveness of secondary school teachers having varied teaching experience and teachers teaching in aided and non-aided schools. The sample of this study consisted of 713 teachers from the selected 70 Secondary Schools of Lucknow. Teacher Effectiveness Scale by P. Kumar & D. N. Mutha (1999) was administered to collect the data.

**ANALYSIS**

**Discussion and Result:**

Objective 1: To study the difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Teaching Experience.

Hypothesis 1: There is no significant difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Teaching Experience.

**Table 1.1: Analysis of Variance (ANOVA) Teacher Effectiveness’ area ‘Academic’in relation to Teaching Experience.**

Area/Sub-Area		Sum of Squares	df	Mean Square	F	Sig.
Academic	Between Groups	29.69	3	9.90	3.602	0.013*
	Within Groups	1947.98	709	2.75		
	Total	1977.67	712			

\*Significant at .05 Level (2.61)

\*\* Significant at .01 Level (3.80)



**Academic (Information Source):** As regard to ‘Academic’ area of teacher effectiveness of teachers with varied teaching experience the above table indicates that F-ratio 3.602 is greater than the table value (2.61) at 0.05 level of significance. This shows that teachers having up to 5 years of experience, >5 to 10 years of experience, >10 to 20 years of experience and having more than 20 years of experiencediffer in the Academic area of Teacher Effectiveness and the difference is significant.

**Table 1.2: Analysis of Variance (ANOVA) Teacher Effectiveness’ area ‘Professional’in relation to Teaching Experience.**

Area/Sub-Area		Sum of Squares	df	Mean Square	F	Sig.
Professional	Between Groups	1129.25	3	376.42	4.442	0.004**
	Within Groups	60080.21	709	84.74		
	Total	61209.47	712			
- <i>Motivator</i>	Between Groups	19.66	3	6.55	2.368	0.070
	Within Groups	1961.60	709	2.77		
	Total	1981.25	712			
- <i>Teaching skills</i>	Between Groups	84.89	3	28.30	3.131	0.025*
	Within Groups	6408.20	709	9.04		
	Total	6493.09	712			
- <i>Co-curricular activities</i>	Between Groups	5.50	3	1.83	0.687	0.560
	Within Groups	1889.79	709	2.67		
	Total	1895.29	712			
- <i>Professional knowledge</i>	Between Groups	97.96	3	32.65	4.625	0.003**
	Within Groups	5005.43	709	7.06		
	Total	5103.39	712			
- <i>Class-room management</i>	Between Groups	67.19	3	22.40	5.399	0.001**
	Within Groups	2941.09	709	4.15		
	Total	3008.28	712			

\*Significant at .05 Level (2.61)

\*\* Significant at .01 Level (3.80)

**Professional (Motivator, Teaching Skills, Co-curricular activities, Professional Knowledge, Classroom Management):** Perusal of the above table indicates that in the sub areas of ‘Professional’ area of teacher effectiveness i.e., teaching skills, professional knowledge, class-room management and overall professional area the F-ratio is greater than the table value (2.61) at 0.05 significance level. The result here indicates significant difference in the professional area among teachers related to having up to 5 years of experience, >5 to 10 years of experience, >10 to 20 years of experience and having more than 20 years of



experience. In two sub areas ‘Motivator’ and ‘Co-curricular activities’ the difference is not significant.

**Table 1.3: Analysis of Variance (ANOVA) Teacher Effectiveness’ area ‘Social’ in relation to Teaching Experience.**

Area/Sub-Area		Sum of Squares	df	Mean Square	F	Sig.
Social	Between Groups	102.07	3	34.02	1.878	0.132
	Within Groups	12841.48	709	18.11		
	Total	12943.54	712			

\*Significant at .05 Level (2.61)

\*\* Significant at .01 Level (3.80)

**Social (Relationship with Pupils, Fellow Teachers, Principals and Parents):** Table 1.3 shows that in the ‘Social’ area of teacher effectiveness, F-ratio 1.878 is less than the table value (2.61) at 0.05 significance level. The result here indicates that teachers with varied teaching experience do differ in Social area but the difference is not statistically significant.

**Table 1.4: Analysis of Variance (ANOVA) Teacher Effectiveness’ area ‘Emotional’ in relation to Teaching Experience.**

Area/Sub-Area		Sum of Squares	df	Mean Square	F	Sig.
Emotional	Between Groups	150.00	3	50.00	4.917	0.002**
	Within Groups	7209.67	709	10.17		
	Total	7359.67	712			

\*Significant at .05 Level (2.61)

\*\* Significant at .01 Level (3.80)

**Emotional(Advisor and Guide):** A glance at the above table indicates that in the ‘Emotional’ area of teacher effectiveness of teachers with varied teaching experience, F-ratio 4.917 is greater than the table value (2.61) at 0.05 significance level. The result here shows that the difference between means of four groups of teachers related to having up to 5 years of experience, >5 to 10 years of experience, >10 to 20 years of experience and having more than 20 years of experience is statistically significant.



**Table 1.5: Analysis of Variance (ANOVA) Teacher Effectiveness’ area ‘Moral’in relation to Teaching Experience.**

Area/Sub-Area		Sum of Squares	df	Mean Square	F	Sig.
Moral	Between Groups	61.83	3	20.61	1.331	0.263
	Within Groups	10980.68	709	15.49		
	Total	11042.51	712			

\*Significant at .05 Level (2.61)

\*\* Significant at .01 Level (3.80)

**Moral(Disciplinarian):** With regard to ‘Moral’ as one of the areas of teacher effectiveness the F-ratio 1.331 is less than the table value (2.61) at 0.05 significance level. Thus, it can be said that in the ‘Moral’ area of teacher effectiveness, teachers having 5 years, >5 to 10 years, 10 to 20 years and more than 20 years of teaching experience do not differ significantly.

**Table 1.6: Analysis of Variance (ANOVA) Teacher Effectiveness’ area ‘Personality’in relation to Teaching Experience.**

Area/Sub-Area		Sum of Squares	df	Mean Square	F	Sig.
Personality	Between Groups	298.40	3	99.47	4.621	0.003**
	Within Groups	15261.37	709	21.53		
	Total	15559.77	712			

\*Significant at .05 Level (2.61)

\*\* Significant at .01 Level (3.80)

**Personality (Personality Characteristics):** As related to ‘Personality’ one of the areas of teacher effectiveness, the above table indicates that the F-ratio is 4.621 which is greater than the table value (2.61) at 0.05 significance level. The result here shows that teachers having up to 5 years of experience, >5 to 10 years of experience, > 10 to 20 years of experience and having more than 20 years of experience differ significantly in personality characteristics.

Objective 2: To study the Overall Teacher Effectiveness of Secondary School Teachers in relation to Teaching Experience.

Hypothesis 2: There is no significant difference in the Overall Teacher Effectiveness of Secondary School Teachers in relation to Teaching Experience.

**Table 2: Analysis of Variance (ANOVA) Overall Teacher Effectiveness in relation to Teaching Experience.**

Area/Sub-Area		Sum of Squares	df	Mean Square	F	Sig.
Overall Teacher Effectiveness	Between Groups	7089.96	3	2363.32	3.893	0.009**
	Within Groups	430375.51	709	607.02		
	Total	437465.48	712			

\*Significant at .05 Level (2.61)

\*\* Significant at .01 Level (3.80)

**Overall Teacher Effectiveness:** The observation of the above table indicates that in the ‘Overall Teacher Effectiveness’ of teachers having varied teaching experience F-ratio is 3.893 which is greater than the table value (2.61) at 0.05 significance level. The result here shows that the difference between means of four groups of teachers related to varying teaching experience is statistically significant. Thus, it can be said that there is significant difference in the ‘overall teacher effectiveness’ of teachers up to 5 years, >5 to 10 years, >10 to 20 years and more than 20 years of teaching experience.

This result is supported by the research study of Kumar and Kumar (2012) who in their study on ‘Effectiveness of teachers in relation to their experience and gender’ reported that there was difference in the level of effectiveness and more experienced teachers were more effective than the less experienced teachers.

Podolsky, A., Kini, T. and Darling-Hammond, L. (2019) also supported this view through their study on "Does teaching experience increase teacher effectiveness?" and reported that teaching experience is positively associated with student achievement gains throughout much of a teacher’s career; as teachers gain experience, their students are more likely to do better on measures of success beyond test scores.

While Sodhi (2010) reported that there is no significant difference in teacher effectiveness of Secondary School teachers with regard to teaching experience groups.

Graham, L.J., White, S.L.J., Cologon, K. & Pianta, R.C. (2020) in their study on ‘Do teachers’ years of experience make a difference in the quality of teaching?’ reported that they found no



evidence that Beginning teachers (0-3 years’ experience) were less competent than teachers with more years of experience.

Objective 3: To study the difference in the different areas/sub-areas (dimensions) of Teacher Effectiveness of Secondary School Teachers with regard to Type of School (Aided and Non aided).

Hypothesis 3: There is no significant difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Type of School (Aided and Non aided).

**Table 3: Mean, SD, SEM and t-value of ‘Teacher Effectiveness’ among teachers teaching in Aided and Non-aided Secondary Schools of Lucknow**

Areas	Sub-Areas		No.	Mean	SD	SE <sub>M</sub>	t	df	p
Academic	Information sources	Aided	149	17.31	1.69	0.14	0.290	711	0.772
		Non-Aided	564	17.26	1.66	0.07			
Professional	Motivator	Aided	149	17.60	1.73	0.14	2.404	711	0.016*
		Non-Aided	564	17.24	1.65	0.07			
	Teaching skills	Aided	149	29.33	3.24	0.27	0.041	711	0.967
		Non-Aided	564	29.32	2.96	0.12			
	Co-curricular activities	Aided	149	13.08	1.65	0.13	1.197	711	0.232
		Non-Aided	564	12.90	1.63	0.07			
	Professional knowledge	Aided	149	25.09	2.79	0.23	1.102	711	0.271
		Non-Aided	564	24.82	2.65	0.11			
	Class-room management	Aided	149	16.72	2.28	0.19	1.856	711	0.064
		Non-Aided	564	16.37	1.99	0.08			
Overall	Aided	149	101.83	10.08	0.83	1.385	711	0.167	
	Non-Aided	564	100.64	9.04	0.38				
Social	Relationship with pupils, fellow teachers, principals and parents	Aided	149	47.92	4.88	0.40	0.458	711	0.647
		Non-Aided	564	47.74	4.09	0.17			
Emotional	Adviser and Guide	Aided	149	34.42	3.42	0.28	0.637	711	0.524
		Non-Aided	564	34.23	3.16	0.13			
Moral	Disciplinarian	Aided	149	44.38	4.38	0.36	1.998	711	0.046*
		Non-Aided	564	43.65	3.80	0.16			
Personality	Personality characteristics	Aided	149	51.30	4.94	0.41	2.107	711	0.035*
		Non-Aided	564	50.39	4.59	0.19			

\* Significance level .05 = 1.96

Perusal of the above table Shows the effectiveness of teachers of aided and non-aided schools in the different dimensions/areas of Teacher Effectiveness. With regard to the difference



between teachers of aided and non-aided schools it has been found that though teachers teaching in aided schools scored higher mean value in all areas of teacher effectiveness- Academic, Professional, Social, Emotional, Moral, Personality but significant difference is found only in two areas i.e., Moral and Personality dimension. In other dimensions no significant difference is found as their 't' value is less than the table value (1.96) at .05 significance level.

Objective 4: To study the Overall Teacher Effectiveness of Secondary School Teachers in relation to Type of School (Aided and Non aided).

Hypothesis 4: There is no significant difference in the Overall Teacher Effectiveness of Secondary School Teachers in relation to Type of School (Aided and Non aided).

**Table 4: Mean, SD, SEM and t-value of Overall Teacher Effectiveness among teachers teaching in Aided and Non-aided Secondary Schools of Lucknow.**

Areas	Sub-Areas	No.	Mean	SD	SE <sub>M</sub>	t	df	p
Overall Teacher Effectiveness	Aided	149	297.15	27.49	2.25	1.413	711	0.158
	Non-Aided	564	293.92	24.00	1.01			

\* Significance level .05 = 1.96

**Overall Teacher Effectiveness:** A careful look at the above table indicates that the calculated 't' value 1.413 is less than the table value (1.96) at .05 significance level. Hence, we can say that in the 'Overall teacher effectiveness' the difference between both the group of teachers is not statistically significant.

This finding is supported by the research studies of Rao (2011) 'Teacher effectiveness in relation to their value domain', Naik, P.K. and Usha Mani, S. (2018) 'Study the teacher effectiveness of secondary school teachers in relation to gender, type and locality', Sehjal, P. (2021) 'A study of teacher effectiveness of secondary school teachers in relation to their gender, location and type of school' who did not find any significant difference in teacher effectiveness of private and government school teachers.



Whereas Gupta (2010) who made an attempt to study the adjusted and maladjusted teachers in relation to their competency revealed that teachers working in government schools showed significantly higher level of teacher effectiveness as compared to private school teachers.

On the contrary Jain (2007) compared the teaching effectiveness of teachers and their attitudes towards teaching profession with respect to sex, type of school, and teaching experience. The study revealed teachers teaching in private school exhibited better classroom teaching. Khatoon (2010) also in other words reported that government school teachers were less effective than private school teachers.

**Conclusion: Teaching Experience and Teacher Effectiveness** - Significant difference is seen among teachers having varied teaching experience in most of the areas of teacher effectiveness like – Academic, Professional, Emotional, Personality, and also in Overall Teacher Effectiveness. So, it can be said that teachers with varied teaching experience differ in most of the dimensions of Teacher Effectiveness and also in Overall Teacher Effectiveness.

Teaching experience wise distribution of teacher effectiveness reported that 15.8 % teachers up to 5 years of teaching experience, 20.3 % teachers > 5 to 10 years of experience, 22.1 % teachers >10 to 20 years of experience and 30.8 % teachers with more than 20 years of experience were observed to be most effective. This shows that experience helps the teachers in many ways. They are better or more effective at classroom teaching and management and their teaching skills are also refined.

**Type of School (Aided and Non aided) and Teacher Effectiveness:** With regard to the difference in the effectiveness of teachers of aided and non-aided schools it has been found that there is no significant difference among teachers teaching in aided and non-aided schools though teachers teaching in aided schools scored higher mean value than teachers teaching in non-aided schools in all areas of teacher effectiveness- Academic, Professional, Social, Emotional, Moral, Personality and also in Overall teacher effectiveness.



Only in two areas Moral and Personality the difference was significant and in favour of teachers teaching in aided schools. This could be due to the fact that teachers responded with some kind of inhibition.

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